

## Country paper : France

En amont du séminaire, tous les pays participants sont invités à produire un document national des enjeux/problématiques principaux/les pour leur pays en lien avec les thèmes de la conférence.

Merci d'utiliser ce support pour renseigner vos informations. Vous devrez être concis. Utilisez des points et préférez des liens permettant de détailler les informations plus précisément. Le document ne doit pas faire plus de 10 pages.

Comment le soumettre :

- Préparer le document à partir de la consultation de l'équipe nationale et de préférence avec le soutien des autorités nationales et des sources d'information pertinentes.
- Adresser votre document à John Mc Carthy, directeur de l'ICCDPP
- Echéance : 31 janvier

Si vous avez la moindre question concernant ce document national, contacter M. John Mc Carthy

### Back ground information

#### 1. List all of the members in your country team with their organisation

Ms **France Thery**, Head of Department for guidance and campus life – Sub-directorate for student life – Direction générale de l'enseignement supérieur et de l'insertion professionnelle – Ministère de l'enseignement supérieur, de la recherche et de l'innovation (DGESIP-MESRI – General Directorate for Higher Education and Career Integration – Ministry of Higher Education, Research and Innovation)

Ms **Graziana Boscato**, Deputy to the Head of the Information and Guidance Academic Service at the Académie de Strasbourg, Rectorat de Strasbourg and Head of the Euroguidance mission for France, European resource network for guidance professionals and in favour of promoting mobility

Madame **Adeline Del Medico**, Head of studies at the office of guidance and career integration – Sub-directorate for foundation, customisation of studies and guidance – Direction générale de l'enseignement scolaire (DGESCO-MENJ – General Directorate for academic teaching – National Ministry of Education and Youth)

**M. Cédric PUYDEBOIS** (if possible) - Sous-directeur des politiques de formation et du contrôle - Délégation générale à l'emploi et à la formation professionnelle - General delegation of employment and vocational training – ministry of Labour and Employment

#### 2. What are the key aims your country has for participating in this symposium?

- Present the new guidance policy set up by France to respond to different concerns raised due to national context
- Meet counterparts from other countries to understand their guidance policies and discuss policies and practices of other countries
- Make up a network of guidance points of contact and resource persons in other countries on guidance policies with a view to future co-operation or developing projects.

### Theme 1 : Context and challenges for career development policy

#### 3. In your country, is the level of policy interest in the career development? Comment:

- growing: X

The guidance landscape in France has been evolving for a year and a half with regard to secondary and higher education, with:

- the **setting up of the Student Plan** in October 2017 and the "**loi relative à l'orientation et à la réussite étudiante**" law relating to **guidance and student success** no.2018-166 of 8 March 2018 which allowed reforms to access to higher education notably via the Parcoursup platform;

- **transformation of the career path and reform to the baccalaureate** which are ongoing and furthermore highlight the need to support pupils to develop their guidance proposal;

- the "**la loi relative à la liberté de choisir son avenir professionnel**" law relating the right to choose one's professional future no.2018-771 of 5 September 2018, which expands the regions' expertise in terms of information about professions and training.

#### 4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers to your country? Give up to five of the most important issues as you see them:

- **Democratisation of Education and Higher Education** with an objective for France to support 60% of an age group up to a higher education diploma with 2025 on the horizon (and 25% to masters level)
- **The issue of choice of guidance for young people** who are heading towards dropping out of the education system (Failure rate at undergraduate degree level too high: 60%, 80,000 young people left the education system without a diploma in 2017,) and have problems with career integration because of this lack of diploma or being under-qualified. At the source of this failure, there is often a bad choice of guidance.

In 2017, 78.9% of young people from one generation had their baccalaureate and 49.2% of those aged from 17 to 33 years had a higher education diploma.

- **The issue of mobility in young people learning French in France and heading overseas**
- **The issue of career integration:**
  - o young people with qualifications and the difficulties linked to an offer of training which responds both to individuals' aspirations and to real career integration prospects or to the development of professional/job prospects;
  - o a context of raised unemployment in the active population (9.1% in 2018, that is 2.5 million people) and difficulties in the long-term unemployed returning to work (1 million unemployed state that they have been looking for a job for over a year). Young people are particularly affected (20% of young people aged 15-24 years are unemployed in 2018) as well as NEETs (in 2016, 8.68% of young people aged 15-24 years in France were withdrawn from school and jobless against 6.10% on average in OECD countries<sup>1</sup>);
- **Development of the job market and use of new technologies**, notably digital technologies, which had an impact on guidance and career development of citizens and which can cause disparities, inequalities accentuated by individuals' geographical and social situations and qualification problems.

## 5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

Guidance policies in academic and university teaching aim:

- **to reduce inequalities facing access to guidance services:**
  - o by encouraging information and support in choice of guidance as far in advance as possible in the pupil, student or apprentice's pathway so that these members of the public can make guidance choices with full knowledge of the facts and be supported in order to succeed.
  - o by monitoring roll-out over the whole country of a public guidance service which is accessible to everyone, aiming to: develop individuals' skills to allow them to adapt to the needs of the job market, facilitate returning to training (of drop outs), etc., and support individuals in their guidance and their transitions throughout their lives;
- **to fight against stereotypes and discrimination** linked to gender, socio-economic background, disability;
- **to fight against self-censorship of individuals** and to develop measures and policies in favour of **Equal opportunities** so that the school can play a role in social mobility;
- **to enhance mobility of pupils/students/individuals in France and overseas**. It's an important issue for France which has set itself the objective that half of each year group will between now and 2024 benefit from mobility in Europe for learning purposes.
- **to promote the integration of citizens into employment**

### Theme 2 : Aims for, and access to, career development

## 6. In your country, what are the key policy aims for career development programmes and services ?

**At the heart of the education system:**

### National Ministry of Education and Youth:

- As part of the transformation of the career path and reform of the general and technological baccalaureate, the specialisation of pupils is more progressive and support for guidance is reinforced. Hours dedicated to guidance in their timetables aim to allow pupils to make informed and considered guidance choices, no longer choices by default, in order to enhance academic success as well as career integration. Pupil access to training by apprenticeship is also facilitated at different technical college levels.
- The Student plan enabled the highlighting of how important supported guidance is in the final year of school as well as committing to a concrete set-up of a -3/+3 continuum (the three years before and after baccalaureate), necessary to better support pupils in upper secondary education in their proposals to continue their studies before and after they enter higher education.

<http://eduscol.education.fr/cid73382/l-orientation-du-lycee-a-l-enseignement-superieur.html>

### Ministry of Higher Education, Research and Innovation:

Reform to access to higher education committed in 2018 pursues several objectives:

- better support young people in building their guidance proposal for higher education;
- improve the transition between upper secondary education and higher education training to guarantee baccalaureate students fairer and more transparent access to higher education by setting up a new pre-registration platform for higher education, "Parcoursup". This pre-registration and information tool contains information aimed at making choices of study pathways clearer for candidates (reception capacity, training expectations, training content, success and further study statistics, drop outs, etc.). The procedure also allows the profile of each pupil in upper secondary education to be taken into account as well as their choices and the limitation of the number of wishes expressed to limit course choices by default. Setting up a commission for access to

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<sup>1</sup> Sources: INSEE <https://www.insee.fr/fr/statistiques/3598305#titre-bloc-3> and OECD <https://data.oecd.org/fr/youthinac/jeunes-descolarises-sans-emploi-neet.htm>

higher education is established in each academic region. Its objective is to ensure coherence of the higher education training map and to offer training to unassigned undergraduates;

- reform the first university cycle in order to offer personalised study pathways depending on undergraduates' profiles (modularisation of study pathways and their duration), updated pedagogical support measures and establish a pedagogical success contract between the students and the reception establishment to fight against the persistence of high failure rates in the first university cycle, put an end to resorting to random draws as an access route to higher education and finally improve their chances of success;
- receive more students due to growing demographic evolution and make students' living conditions develop in order to fight against insecurity and support their success.
- Improve career integration conditions for those leaving higher education.

<http://www.enseignementsup-recherche.gouv.fr/pid24688-cid126287/www.enseignementsup-recherche.gouv.fr/cid126287/presentation-du-projet-de-loi-orientation-et-reussite-des-etudiants-au-senat-discours-de-frederique-vidal.html>

## **7. What groups of people can access to career development programmes and services and what groups are excluded?**

### **In the education system:**

- Pupils in lower secondary education
- Pupils in upper secondary education
- Students
- Apprentices
- Employees taking up studies again as continued training
- Those with disabilities
- Migrants, asylum seekers, Refugees under subsidiary protection in universities(e.g. at the University of Bourgogne: <http://en.u-bourgogne.fr/academics/french-courses-for-refugees.html>) Site for refugee students: [www.etudiant.gouv.fr/pid38115/welcome-refugees.html](http://www.etudiant.gouv.fr/pid38115/welcome-refugees.html)
- NEETS: these are no longer targeted as such. They are concerned with all SPRO (Public Regional Guidance Service) ongoing guidance initiatives. There are targeted training initiatives notably in certain regions, but with regard to guidance not compartmentalisation.

Examples of initiatives for NEETS public, and refugees: two project invitations were launched as part of the Plan d'investissement dans les compétences (PIC– Plan to Invest in Skills) / Axis 3, "Innovate and experiment", dealing with support initiatives and training.

- 100% inclusion: an invitation for projects benefitting young people and job seekers, whether qualified or not. This project invitation is the ambition of integrated and personalised study pathways, from remobilisation until access to employment or sustainable activity, allowing the construction of professional projects and the development or valorisation of skills. The project invitation allows experimenting with innovative approaches in the areas of remobilisation, support, development and valorisation of skills of individuals who are furthest away from employment.
- professional integration of refugees: integration of refugees into employment

This project invitation has the aim of promoting the creation of new co-operation between public and private stakeholders from an area, past and emerging stakeholders, stakeholders specialising in reception and support of these individuals and generic stakeholders working in the field of integration, professional training or creation of activities; and to encourage the reinforcement of existing co-operation.

<https://travail-emploi.gouv.fr/grands-dossiers/plan-d-investissement-competences/article/appels-a-projets-et-experimentations>

### **In the Public Regional Guidance Service (SPRO):**

All individuals, citizens are concerned. Measures are in favour of any individual, they do not exclude any category.

## **8. How are the opinions of citizens and service users heard and incorporated into policy and practice ?**

In a general manner, **advisory bodies** exist at the heart of the secondary and higher education system and are consulted for any provisions or reforms. The Conseil supérieur de l'éducation (Higher Council for Education) can be cited for pedagogical education, the Conseil national de l'enseignement supérieur et de la recherche (National Council for Higher Education and Research) for higher education and the Conseil national de l'enseignement supérieur et de la recherche agricole, agroalimentaire et vétérinaire (National Council for Higher Education and Agriculture, Agri-Food and Veterinary Research) for agriculture teaching and the Conseil national de l'enseignement supérieur et de la recherche artistique et culturelle (National Council for Higher Education and Artistic and Cultural Research) for the Ministry of Culture. Locally, to collect the opinions of users, there are also bodies such as the academic councils for upper secondary school life which allow the collection of opinions from pupils in upper secondary education at an academic level.

The reforms undertaken since 2017 associated all concerned stakeholders and service users prior to their enactment.

**Example of the national consultation undertaken prior to the higher education access reform** in September– October 2017: work groups bringing together representatives of pupils in upper secondary education, students, families, representatives from MENJ and other ministries, trade unions from the educational psychology field, teachers, representatives from higher education establishment conferences, representatives from academic authorities, representatives from professional fields, national education general inspectors, etc., were

associated with the thinking process, tasked with making recommendations for the Ministry of Higher Education, Research and Innovation before the political decisions on the content of the new policy's measures.

Additionally, the stakeholders and service users are also associated with monitoring the measures. Thus a **committee to monitor the establishment of the "Orientation et réussite des étudiants" law ("Guidance and student success" law)** was created in 2018. It is tasked with analysing the effects of this law on the study pathway of pupils/students, their mobility, on the evolution of the training offer, reception capacity for training and the different strategies set up across the country.

An **ethical and scientific committee of PARCOURSUP** was also created and situated beside the MESRI ministry. It oversees that the platform set up as part of national procedure for pre-registration in higher education is working well, notably ensuring that the IT rules which govern how it works are clear, compliant with current rules and transparent. It issues, at the end of each national pre-registration procedure session, a **report to the minister** which notably includes **propositions** such as how to improve **transparency** of procedures set up and that they are clearly understood by candidates. This report is public. Members of the committee are appointed for two years.

[www.enseignementsup-recherche.gouv.fr/cid126281/le-comite-ethique-et-scientifique-parcoursup.html](http://www.enseignementsup-recherche.gouv.fr/cid126281/le-comite-ethique-et-scientifique-parcoursup.html)

On the initiative of the President, the Government is embarking upon a **major national debate** (December 2018 and April 2019) on four themes which cover the nation's great concerns including the State organisation of public services. Different ways of contributing to the debate are offered, as close as possible to regions, **online**, on a dedicated digital platform which allows you to leave contributions. **Conferences with citizens chosen at random** will be set up in each region to discuss the analyses and proposals resulting from the different debates.

The **Conseil économique, social et environnemental (CESE– Economic, Social and Environmental Council)** is a French constitutional assembly made up of social representatives (employers, unions, associations). The CESE has an advisory role, either optional or compulsory as part of the legislative process, this assembly allows representation at a national level of professional organisations and communication between various economic stakeholders. This representation is offered at the level of each regional territorial community which also has access to an advisory assembly of the same type, the **"Conseil économique, social et environnemental régional" (CESER– Regional Economic, Social and Environmental Council)**. It fulfils an **advisory mission** alongside the regions' political bodies. It does not take any decision but gives advice, by which it participates in the region's administration. In 2018, the CESE led an enquiry with national guidance stakeholders, after a report that guidance incorporates debates or even polemics surrounding our French social model. Guidance is described as decisive, rigid, too premature and considered as violent by many young people. In this context, the CESE's recommendations contribute to answering social cohesion and democratisation issues by guaranteeing a solution for everyone based on their aspirations and on their command of their study pathway. Each young person must become a stakeholder in their guidance pathway. The CESE published 29 recommendations which hinge on three main axes: guarantee the conditions of true support: move from one-off procedures to a progressive pathway and successfully carry out guidance for good career integration. Summary: [www.lecese.fr/sites/default/files/pdf/Fiches/2018/FI12\\_orientation\\_jeunes.pdf](http://www.lecese.fr/sites/default/files/pdf/Fiches/2018/FI12_orientation_jeunes.pdf)

### **9. Is there a framework of ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from labour market ?**

There is **no ethical framework for guidance at a national level**. National Education Psychologists carry out their profession by respecting the regulated psychology profession's deontological and ethical principles. However, each stakeholder, wherever he or she may be, is invited to carry out his or her missions by respecting the principles of the laws and texts applied by the State.

<http://www.education.gouv.fr/cid104165/etre-psychologue-de-l-education-nationale.html>

**Under the SPROs**, as the region must bring together various stakeholders around the guidance mission, a master agreement is signed at national level, then regional agreements are signed in each region. They define the working principles and values shared between all the stakeholders in this public service.

Furthermore, under the information missions entrusted to the regions with the law relating to the freedom to choose one's professional future of September 2018, a State-Region master agreement is currently being defined at national level. It will set out the conditions under which the State and the regions will carry out their respective missions and the principles guiding their intervention in the areas of information and guidance aimed at individuals. This agreement will soon be available to regions as part of the conventions implicating all the SPRO stakeholders, each one thus committing to respect the main principles and shared values which have been defined together. This notably implies guaranteeing free access to neutral, quality information for all pupils, apprentices and students across the whole country, to fight against stereotypes or representations of any nature, to fight against self-censorship and to open the field of possibilities.

The assessment contributes to improving the quality and performance of the education system. Teaching and education personnel, national education psychologists are subject to an assessment at specific moments in their career. They are also subject to support throughout their professional career. These provisions are part of the setting up of the parcours professionnel, "carrières et rémunérations protocol" (PPCR– professional, career and salary protocol) and respond to three concerns: professionalisation and professional development of agents (consolidation of professional skills), remediation in case of professional difficulties, mobility and professional evolution as part of a career.

### Theme 3 : Integrating career development into wider society

#### 10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for?

**MENJ-DGESCO**, Service for public instruction and pedagogical initiatives. The Bureau de l'orientation et l'insertion professionnelle (Office of guidance and career integration) (Sub-directorate for foundation, customisation of studies and guidance) sets out the national guidance policy and ensures expertise on issues relating to guidance at the heart of central administration, in co-ordination with the Bureau des collèges (Office of lower secondary education establishments), the Bureau des formations générales et technologiques (Office of general and technological training) and the Bureau de la formation professionnelle initiale (Office of initial professional training). The Office of guidance and career integration also has the missions of steering guidance services (notably the Centres d'information et d'orientation (CIO– Information and Guidance Centres)) and dealing with questions relating to regulation, co-ordination and disputes about guidance procedures and pupil assignments. - Sub-directorate for upper secondary education establishments and lifelong professional training –

**MESRI-DGESIP** – Département de l'orientation et la vie des campus (Department for guidance and campus life) – Département du lien formation-emploi (Department for the training-employment link) – Département du cycle Licence (Department for undergraduate degree cycle) – Département des cycles Master et Doctorat (Department for Masters and Doctorate cycle) – Mission de la pédagogie et du numérique pour l'enseignement supérieur (MIPNES – Mission for pedagogical and digital resources for higher education) which houses the Sup-numérique digital portal for pedagogical and digital transformation in higher education through which, notably, you can access training MOOCs, to long-distance resources and training as well.

**Onisep**, operator under the administrative care of two ministries.

**Ministère du travail de l'Emploi, de la Formation professionnelle et du Dialogue social** – Délégation Générale à l'Emploi et à la Formation Professionnelle (MTEFPDS-DGEFP – Ministry of work, Employment, Vocational Training and Social Dialogue -General Delegation to Employment and Vocational Training) – Sub-director of training and monitoring policies

**Ministère de l'agriculture et de l'alimentation (Ministry of agriculture and food)** – Service de l'enseignement technique – Sous-direction des politiques de formation et d'éducation (Service for technical education – Sub-directorate of training and education policies), Service de l'enseignement supérieur, de la recherche et de l'innovation – Sous-direction de l'enseignement supérieur (Service for higher education, research and innovation – Sub-directorate for higher education) –

**Ministère de la Culture (Ministry of Culture):** It contributes, jointly with the other ministries concerned, to the definition and setting up of the artistic and cultural education policies of children and young adults throughout their training cycles: Secrétariat général – Département de la recherche, de l'enseignement supérieur et de la Technologie (DREST – General Secretariat – Department of research, higher education and Technology) – Direction générale de la création artistique – Sous-direction de l'emploi, de l'enseignement supérieur et de la recherche (General Directorate of artistic creation – Sub-directorate of employment, higher education and research) and Direction générale des patrimoines Bureau des enseignements (General Directorate of Heritage, Office of Education) -

Other ministries contribute for individuals who come under their areas: **Ministère de la transition écologique et solidaire (Ministry of Ecological and Inclusive Transition)** – Direction des affaires maritimes-Sous-direction des gens de mer et de l'enseignement maritime (Directorate of Maritime Affairs – Sub-directorate of Seafarers and Maritime Education); **Ministère des solidarités et de la santé (Ministry of Social Affairs and Health)** – Direction générale de la cohésion sociale – Service des politiques d'appui (General Directorate of Social Cohesion – Policy Support Services) – **Ministère des Armées (Ministry of the Armed Forces); Ministère des Sports (Ministry of Sport)** – Direction des Sports (Directorate of Sport) –

#### Regions – SPRO

Since 2014, the Service public régional (SPRO – Regional public service) has guaranteed any individual access to free, comprehensive and objective information on professions, training, qualifications, job openings and pay levels, as well as access to quality guidance advice and support services organised in networks.

The SPRO brings together all the organisations with specialists in information, guidance, integration and employment working at their core. It welcomes the public for free.

The member organisations of the SPRO are generally as follows, with differences depending on region:

- CIOs
- Service Commun Universitaire d'Information, d'Orientation et d'Insertion Professionnelle (SCUIO-IP – University Information, Guidance and Career Integration Services)
- The Information Jeunesse network (youth information): Centres régional information jeunesse (CRIJ – Regional Youth Information Centres), Bureaux information jeunesse (BIJ – Youth Information Offices) and Points information jeunesse (PIJ – Youth Information Points)
- Les centres d'aide à la décision (CAD – Decision-making Centres), chambers of different professions and the arts and crafts industry and the Chamber of Commerce and Industry Point A welcome networks
- La Direction régionale de l'alimentation de l'agriculture et de la forêt (DRAAF – Regional Directorate for Food, Agriculture and Forestry)
- Centre-Val de Loire Region
- Onisep

- Pôle Emploi
- Local missions, etc.

**11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients? For example, how are career development systems within the education system connected to those within employment, health and youth work?**

An **inter-ministerial task** is being undertaken, concerning guidance between school and higher education, at the heart of two different ministries, (MENJ and MESRI) to support young people into furthering their studies but also with the other ministries which offer professional training or post-baccalaureate studies and falling under higher education (Agriculture, Health, Maritime, Defence, Social Affairs, Ecology, Culture, etc.) and which all have a mission to integrate Parcoursup, the higher education pre-registration portal, before 2020. Also, collaboration is ongoing between the ministry in charge of work for all questions dealing with skills, the structure of training with job market requirements and questions of career integration of future graduates.

This co-operation is also taking place with the **Prime Minister's secretariat**, responsible for people with disabilities or the **Ministère de l'Intérieur (Ministry of the Interior)** for young people who are limited with regard to their subsequent social rehabilitation due to incarceration, or even the **ministère de l'Europe et des affaires étrangères (Ministry for Europe and Foreign Affairs)** regarding the mobility of young people and reception of foreign students and migrants.

**At a regional level, and SPRO level**, on 1 January 2019, following the passing of the "liberté de choisir son avenir professionnel" law on the "freedom to choose one's future profession", **France Compétences** becomes the central authority for governance and financing of professional training and apprenticeships. France Compétences replaced the national governance authorities (Copanef: comité paritaire inter-professionnel pour l'emploi et la formation (the joint inter-professional committee for employment and training) responsible for the definition of joint policies in the area of training and employment, Cnefop: Conseil national de l'emploi, de la formation et de l'orientation professionnelles (the National Council for Employment, Training and Professional Guidance)) and absorbed the Fonds paritaire de sécurisation des parcours professionnels (FPSPP – Joint Funds for Securing Professional Pathways) and the Commission nationale de certification professionnelle (CNCP – National Commission for Professional Qualifications). It is therefore France Compétences which, at a national level, will lead setting up the SPROs, which are charged with information about pupils and students as well as leading guidance.

**The Régions de France** Association is the MENJ and MESRI's preferred intermediary on the question of how information and guidance missions are structured at the heart of the regions, which is currently being defined.

**FREREF** la Fondation des Régions Européennes pour la Recherche, l'Education et la Formation: The Foundation of European Regions for Research, Education and Training enhances co-operation between all education and training stakeholders and makes tools available for all the European regions for inter-regional co-operation in terms of education and training. This network serves the European regions. France hosts FREREF's head office, in Lyons, and the team there is responsible for organising the network and co-ordinating various projects, notably the European University of Regions and Territories, but also several European projects in the area of lifelong training, notably Regio-LLL, Europapprenticeship, AcroJump, LLL-Hub, Netme-In, Mobivet, Opir EcVet, LLWings, eMovA. These projects aim to influence the development of new policies at a regional and European level. The French regions which are members of FREREF are Rhône-Alpes, Champagne-Ardenne, Aquitaine, Lorraine, Centre, Auvergne and Bretagne-Sud University.

**12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?**

The main issue for France is making sure that ministries with different concerns, objectives and target publics will work together.

The guidance landscape is very divided in France with many different stakeholders from different sectors which play a part in the guidance process at different levels within the system. Channels between these different stakeholders are sometimes difficult to set in motion despite the existence of co-ordinating bodies. However, these bodies do not all have identical ways of working and do not associate the same stakeholders from one region to another which creates area disparities in the guidance system. However, the objective stated in the regionally agreed conventions still remains identical, that is effectively ensuring that at a local level, the regional bodies' information initiatives are channelled with the national priorities agreed by the State stakeholders at a regional level in order to give more coherence to the initiatives of different stakeholders.

**13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations, etc?**

There are multiple methods of collaboration between the services and the decision-makers. In addition to consulting representatives from services in the national or local consulting bodies which can contribute to helping make decisions and developing policies (unions, professional associations) and the different committees cited above, other initiatives may exist.

Thus, over the last two years, the DGESIP has directed a shared work programme on guidance and career integration issues which associated DGESCO, conferences at higher education establishments and Onisep. This programme was structured in themed work groups bearing on the improvement of communication circuits and the quality of information shared between stakeholders, on the improvement of support for guidance on the -3/+3 years, and throughout the course of study, notably by the choice of Masters degree following the reform of the end of 2016, but also on the question of supporting disabled students in support of the objectives displayed as part of the inter-ministerial committee on disabilities of 2 December 2016.

## **SPRO – France Compétences (see page 7)**

Created on 1 January 2019, France Compétences is a national public institution responsible for regulation and financing of professional training and apprenticeships. It takes on the activities previously attributed to the CNEFOP, the CNCP and the FPSPP. France Compétences therefore plays a key role in the transformation of training provision. In collaboration with the branches, it participates in building titles and professional diplomas. It will also be responsible for organising and financing the Conseil en évolution professionnelle (CEP – Professional Development Council), aimed at employed working-age adults; A three-yearly convention of objectives and performance is soon to be completed between the State and France Compétences. It will define the objectives assigned to the institution, the finance methods and way of setting up its missions. Its strategic positioning is determined by a quadripartite governance made up of the State, the Regions, workers' and employers' unions which are representative at a national and interprofessional level, and qualified people.  
<https://www.francecompetences.fr/>

### **14. How is the professionalism of career development workers developed and maintained whilst working with others professionals?**

The professional expertise required as a National Education Psychologist requires a Masters level training in psychology as well as a validated work experience placement. National Education Psychologists are recruited via recruitment competition. Candidates must have completed their entire training course in psychology, from undergraduate degree to Masters level.

There are two specialities within the recruitment competition which can be chosen depending on a candidate's professional project:

- "education, development and apprenticeships"
- "Education, development and advice on educational and professional guidance".

Once they have succeeded in the competition, laureates are given the title National Education Psychologist Intern and are posted to a regional education authority. Over the course of one academic year, they follow training as an intern, punctuated by a placement at the réseaux d'aides spécialisées aux enfants en difficulté (Rased – network of specialised assistance to children in difficulty) and at schools or CIOs according to the speciality chosen, and by classes given at the university in the departments responsible for the training of National Education Psychologists, in collaboration with the Ecoles supérieures du professorat et de l'éducation (ESPE – higher education institutions of the teaching profession and education). They therefore benefit from a common training period at an ESPE, with the interns from the "Métiers de l'enseignement, de l'éducation et de la formation" (MEEF – Professions of Teaching, Education and Training) Masters degree, in order to share the culture of the education system with their counterparts from other professions within teaching, education and training. This year of placements also allows them to gain specific knowledge and to refine the skills attained by carrying out their role with the school-going public.

During the year of work placements, they develop their own wishes for their first assignment as a titled National Education Psychologist. They are given the title after obtaining a favourable judgement from a professional qualification jury. They will then receive a certificate of competence for the role of National Education Psychologist mentioning their chosen qualification.

<http://www.education.gouv.fr/cid104165/etre-psychologue-de-l-education-nationale.html>

The **ongoing training** offered by the academic authorities under the academic training programme for National Education Psychologists and teachers, the work of inspectors and the resources made available allow the quality of interactions with pupils and the professionalism of officers to be guaranteed.

Guidance stakeholders can also make use of the training offered by the **Ecole supérieure de l'Education nationale, de l'enseignement supérieur et de la recherche (ESENESR – Higher Education Establishment for National Education, Higher Education Teaching and Research)**. It is responsible for the concept, leadership and setting up of training for pedagogical and administrative management personnel, engineering, administrative, technical, social and health personnel and library personnel for MENJ and MESRI, except those managed by the administrative action and modernisation service. It contributes to thoughts and discussions on the French teaching and training system. In particular, it takes part in the following areas:

- statutory training;
- adaption to work training;
- ongoing training.

<http://www.esen.education.fr/fr/l-esenesr/qui-sommes-nous/>

**Canopé** is a network for educational creation and support for teachers. It makes resources available for teachers and national education and higher education personnel to support them in their professional practices. Notably, it provides resources to tackle the questions of professions, the job market and its operation with a view to developing a professional project for the pupils, but also digital tools to identify resources for the school, document teaching practices, discuss with members of the education community, integrate digital technology in its pedagogical practices, open up to European pedagogical practices, etc. The Canopé network's website displays all the events (conferences, workshops, round tables, demonstrations, training, etc.) offered in each educational establishment for the educational community.

<https://www.reseau-canope.fr/secondaire/orientation-et-decouverte-professionnelle.html>

The MENJ offers a **continuous training platform "M@gistère"** for teaching and training personnel, and secondary and higher education pedagogical teams (<https://magistere.education.fr/>). This platform enables long-distance training thanks to quality study pathways which are either accompanied or self-led to respond to the immediate training needs of users. <https://magistere.education.fr/>

Other resources offered by the MENJ are available online at: <http://eduscol.education.fr/pid23131/orientation.html>

The Euroguidance network offers annual conferences for managers representing all French lifelong guidance networks on current problematic issues. <https://www.euroguidance-france.org/>

The Association des psychologues de l'éducation nationale (APSYEN-France – the Association of National Education Psychologists) (professional association), organises national study days every year, as well as regional demonstrations. It participates in congresses and conferences (<http://acop-asso.org>)

La Courroie (Conférence Universitaire en Réseau des Responsables de l'Orientation et de l'Insertion professionnelle des Etudiants – University Networking Conference for Student Guidance and Career Integration Managers), a national association, brings together all the stakeholders responsible for guidance, career integration, help with career integration at the heart of universities. It organises annual gatherings of guidance professionals and suggests working groups on guidance topics. <http://www.lacourroie.fr/>

L'Institut national d'étude du travail et d'orientation professionnelle (Inetop – National Institute for the Study of Work and Career Integration), dedicated to training and research into lifelong guidance, is an institute of the Conservatoire national des arts et métiers (CNAM – the National Conservatory of Arts and Professions): It oversees the training of guidance counsellor-psychologist interns from the Ministry of National Education and offers a life and social sciences Masters degree, with honours in Psychology – specialising in Psychology of guidance and work and Psychology of work and transitions (research), or specialising in Psychology of guidance and advice (professional).

The Conseil, orientation, bilan, insertion specialism (COBI – Advice, Guidance, Assessment, Integration) with honours in Work and Development completes the training provision. It also offers ongoing training initiatives aimed at guidance professionals wishing to deepen their practices and update their knowledge. Some higher education establishments prioritise Inetop to accompany the training of their guidance staff. Inetop offers à la carte teaching, but the training offered as such is not free and as a result the professionalisation of stakeholders is set down as a priority for the establishment.

<http://inetop.cnam.fr/formations-et-recherches-en-orientation-838306.kjsp>

Onisep produces teaching materials aimed at National Education Psychologists, teachers, Conseillers principaux d'éducation (CPEs – head guidance counsellors) and teacher-librarians ([www.onisep.fr/Equipes-educatives](http://www.onisep.fr/Equipes-educatives)) and offers a long-distance guidance service ([www.monorientationenligne.fr](http://www.monorientationenligne.fr)).

Association Internationale d'Orientation Scolaire et Professionnelle (AIOSP – the International Association of Educational and Professional Guidance) brings together educational guidance professionals, national and regional official guidance institutions and individual members. In France, the association is APSYEN. It offers initiatives to promote and improve communication between people and existing organisations in the area of educational and professional guidance; encourages the development of ideas, practices and research in the field of guidance and brings together and shares information on the most recent guidance research and practices. An annual convention aimed at guidance professionals is usually organised, with French members participating.

<http://acop-asso.org/index.php/l-association/l-international/l-aiosp>

Academia: a European mobility programme for guidance professionals, France co-ordinates and participates in the project by hosting study visits at CIOs.

SPRO: regions set up ongoing training in their area, depending on the needs of professionals from different sectors. For example: information meeting on taking charge of young drop-outs, between local Missions and CIOs, organised by the SPRO in Alsace

#### 15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

At the heart of national education, National Education Psychologists (attached to CIOs) are the professionals who interact with pupils to support them in developing their guidance project. But the support role of educational teams, particularly teachers and head teachers, teacher-librarians and head guidance counsellors were reinforced. Head teachers act as an advisor for pupils in their class, they co-ordinate all initiatives relating to guidance and ensure the link with other professionals. All training resources (pedagogical guides, digital resources, training pathways) are available to them to ensure the success of these support missions.

Counsellors who work for the [monorientationenligne.fr](http://www.monorientationenligne.fr) service are trained by Onisep in supporting young people and adults who ask guidance questions long-distance. They all hold a higher education diploma

The réseau information jeunesse (CIDJ – Youth Information Network) and its network of centres welcomes young people for free to inform and advise them about guidance, employment and training, projects, everyday life (law, housing, health), etc. CIDJ counsellors offer advisory interviews, themed workshops, various events, etc.

The S.C.U.I.O. I.P.) welcomes the student public at universities. The multidisciplinary teams working in support for student guidance are made up of National Education Psychologists, study engineers, teachers and teacher-researchers (advisory teachers, heads of training, diplomas or components, those in charge of documentation and administration, etc.



**The network of consular chambers (Chamber of Commerce and Industry, Chamber of agriculture, Chamber of Arts and Crafts)** each have their guidance service which receives and informs young people about professions and businesses. Counsellors also organise demonstrations aimed at young people and businesses, such as "Guidance Night" (la Nuit de l'orientation) ([www.nuitsdelorientation.fr/](http://www.nuitsdelorientation.fr/))

**The regions, under SPRO** also have professionals (counsellors) which work in the guidance sector.

**The joint organisations** will carry out guidance functions until 31 December 2019 as operators of the CEP. They will be replaced by regional operators (commissions paritaires interprofessionnelles régionales – joint regional interprofessional commissions) which will be chosen during 2019, following the call for tenders which will be launched by France Compétences. These commissions will have an information/guidance role notably for the transitional Compte Personnel de Formation (Personnel Training Account).

#### **Theme 4: Leading innovative change of the futur**

**16. In your country, what are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.**

European recommendations on guidance from 2004, then 2008, "Include lifelong guidance more thoroughly", made by France, 2008, created awareness of the necessity to act on this subject and amplified the setting up of real European co-operation in the area of lifelong guidance between many European countries organised into the "European Lifelong Guidance Policy Network" (ELGPN), in liaison with Centre européen pour le développement de la formation professionnelle (CEDEFOP – the European Centre for the Development of Vocational Training), the Organisation for Economic Co-operation and Development (OECD), the Education and Training Foundation outside the European Union (ETF), the European Association for International Education (FEDORA), EUROGUIDANCE, the European Employment Services network EURES, etc.

In France, this co-operation sparked the development of policies with, successively, the setting up of active guidance (2008-2009) and the application of pre-registration in higher education (post-baccalaureate admission), the setting up of SPRO, in 2009, which aimed to bring together several guidance stakeholders at the heart of a region, or area, with a view to developing a more global approach to guidance.

**A major development in guidance policy was introduced at the end of 2017 in France with the Plan Etudiants (Student Plan) and reform to access to higher education** which saw the creation of the information and pre-registration in higher education platform Parcoursup. The new tools put in place aim to give sense, substance and more efficacy to this process: with the reinforced role of two head teachers, with the Avenir (Future) sheets and the opinion of the class council, with what is expected from higher education training, that is to say the knowledge and skills required to succeed in the envisaged training, a small revolution in guidance took place as the year went by. The reform also allowed the personalisation of study pathways with the development of remedial teaching, retaking levels or adapted pathways so that each young person has every chance of success whatever their background, original baccalaureate or motivations.

Since the ESR law of 2013 on higher education and research, **MESRI is putting digital technology at the heart of its initiatives.** The digital strategy of higher education and research translates into four great ambitions. This is a two-sided issue: reinforce the attractiveness of university, thanks to renewed infrastructure and teaching, and a greater opening to the outside world, and prioritise success of students, while increasing their level of knowledge and qualification.

In this way, it brings unwavering support to the production of content and innovative digital services for the university, notably via a digital university thematic and MOOCs platform, FUN-MOOC. The 17 regional digital universities (U.N.R- universités numériques en région) contribute to the development of digital services, as part of national coherence, with the support of the ministry. (examples of resources/tools produced: banks of self-positioning tests to detect the difficulties of first year students and offer the adapted tutorials, inverted amphitheatres to offer adapted teaching instead of lectures and amphitheatre classes, simulation materials for health training, a diversification of teaching methods, online training (FOAD), an offer of over one hundred MOOCs, including MOOCs dedicated to guidance. <https://www.fun-mooc.fr/news/mooc-orientation/>)

**The use of new technologies has transformed guidance practices:** access to information has been greatly facilitated with the creation of platforms and digital resources. **Onisep**, for example, has many paper resources available at CIOs and in educational establishments' information and documentation centres. The agency has also created several internet sites bringing together all this information aimed at different audiences, in addition to its general website (pupils in lower secondary education, upper secondary education, parents, etc.). The digital tool also facilitates communication with guidance counsellors, for example, the monorientationenligne.fr website allows you to chat to counsellors directly.

**The FOLIOS tool**, developed by Onisep and MEN acts as a digital portfolio, with pupils being able to save samples of activities carried out throughout their education in order to capitalise on them and progressively develop their guidance project.

#### **Portfolios of skills developed in higher education**

The ePortfolio measures aim to bring together, in a digital environment, all the documents and electronic resources which describe and illustrate a person's learning or career, their experiences, work and skills. They concern higher education in a direct way for initial formation and throughout life (formalisation of study pathways and frame of reference, new methods of acquiring and tracking skills, etc.) and for career integration (valorisation of knowledge and experience).

In France, ePortfolio is currently subject to one-off visits, to a greater or lesser extent. On the one hand, these experiences raise the question of registration of the ePortfolio process in establishment, or even inter-university policies and, on the other hand, the question of availability to a wider public.

In 2013, la Service de la stratégie de l'enseignement supérieur et de l'insertion professionnelle (the Strategy Service for Higher Education and Vocational Integration) published a white paper on the ePortfolio process in higher education. From an inventory of current ePortfolio projects, this document offers clarifications and recommendations for the attention of French higher education establishments, as well as functional specifications for setting up technical measures to support this process. <http://www.enseignementsup-recherche.gouv.fr/cid71394/livre-blanc-la-demarche-eportfolio-dans-l-enseignement-superieur-francais.html>

### **17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision ?**

National policies and initiatives must prioritise the development of innovation by allowing **experiments** and rolling deployment on a greater scale when experiments have produced convincing results.

Furthermore, **invitations to tender/invitations for expressions of interest** facilitate the stimulation of energy at the heart of establishments and areas and the creation of innovative measures notably in the area of guidance.

MESRI launched project invitations dealing with guidance as part of the future investment programme (PIA 3 – programme d'investissement d'avenir):

In 2018, the "Pedagogical Innovation Territories" initiative from the third PIA 3 was made up of two project invitations:

- the first, "Territorial measures for guidance towards higher education", encouraged different territories to build guidance ecosystems to bring together all stakeholders from training, employment and of course guidance information and counselling, around the same objective: make available to pupils and their families all the necessary pieces of information on training, their expectations and job prospects, accompany them in developing a proposal to further their studies and thereby help them to make the best choices on entering higher education; <https://www.caissesdesdepots.fr/investissements-davenir-lancement-de-lappel-projets-dispositifs-territoriaux-pour-lorientation-vers>

- the second on "MOOC – digital solutions for counselling towards higher education". It aims to prioritise the development at national level of quality digital tools and resources aimed at improving the transition from "bac-3/bac+3", to help future students to be guided towards the most appropriate subjects for their profile and project and thereby to increase their chances of success in higher level training.

As part of PIA 3's "New university course" initiative, the creation of new study pathways aimed at responding to the diversity of student profiles and support measures throughout the first university cycle was targeted. The establishments had to pay particular attention to university reception and guidance measures throughout the first term. <http://www.enseignementsup-recherche.gouv.fr/cid132650/resultats-du-second-appel-a-projets-nouveaux-cursus-a-l-universite-du-p.i.a.-3.html>

**The innovation laboratory (le Lab)** created at the heart of the Ministère de l'éducation nationale et de la jeunesse (MENJ – National Ministry of Education and Youth) on 5 June 2018 aims to prioritise innovation by making available an open space allowing experimentation, discussion with different education stakeholders and testing of solutions to answer current and future challenges in the education system. Le Lab supports those proposing innovative projects. <http://www.education.gouv.fr/110bislab/pid37871/bienvenue-au-110-bis-le-lab-d-innovation-de-l-education-nationale.html>

#### **Pôle Emploi: "emploi store (job store)"**

**Pôle Emploi** created a practical toolbox, **Emploi store**, aimed at job seekers to help them orientate themselves within the training and guidance landscape. Emploi store is a free service which provides a large selection of web and mobile services, Elearning tools, surrounding employment and training. This platform enables visibility of current services and therefore makes it easy to set up training projects and/or job seeking projects, or creating a professional project. [www.emploi-store.fr/portail/accueil](http://www.emploi-store.fr/portail/accueil)

### **18. What new, innovative and promising interventions in career development programmes and services in your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?**

Following on from work carried out in spring 2017 in the context of the #FranceIA initiative, to which France Stratégie contributed, Member of Parliament Cédric Villani was assigned the task of analysing the economic, social, environmental and ethical issues involved in artificial intelligence. Muriel Pénicaud, Minister of Labour, and Mounir Mahjoubi, Minister of State for the Digital Sector, commissioned France Stratégie to make a special study of the impacts of artificial intelligence on the world of work, which is the subject of this Report.

The report offers action plans which mobilise stakeholders' strategies for anticipation, training and securing of professional pathways. Adopting them should reinforce the probability that work transformations linked to the use of artificial intelligence is done in a mastered way

<https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-report-artificial-intelligence-and-work-finalweb-21122018.pdf>

#### **State lab Project on artificial intelligence**

A project dealing with the use of artificial intelligence in the area of guidance is currently being developed at the heart of MENJ's Lab. This project must allow the creation of a tool for help in decision-making aimed at guidance professionals thanks to the use of databases coming from different education organisations. Guidance professionals can in this way make use of very specific information in order to

better advise young people on their guidance choices. <https://www.etalab.gouv.fr/intelligence-artificielle-decouvrez-les-6-projets-laureats-de-lappel-a-manifestation-dinteret-ia>

MESRI is continuing to roll out its digital strategy for higher education and research: it offers a first ministerial platform for making data available (open data) under free licence. By facilitating access to data for members of the public, researchers, students, journalists, developers, businesses, etc., it supports and accompanies innovative projects adapted to society's big issues.

Four main principles guide MESRI's open data strategy.

- Transparency: Offer strategic data sets which are freely exploitable to understand higher education and research and bring together this offer at the heart of a dedicated space.
- Quality: Offer trustworthy, lasting, historised data, meeting high technical standards
- Performance: Give everyone a high performing tool treating data sets (filters, open formats, cartographic pre-visualisation, etc.).
- Support: Facilitate the ownership of data made available (dynamic digital version, or in the form of notes, reports, data visualisations, etc.).

<https://data.enseignementsup-recherche.gouv.fr/pages/home/>: (E.g. free access data: access to algorithms and Parcoursup data on student pathways towards higher education according to their profile).

MESRI's **Mission de la Pédagogie et du Numérique pour l'Enseignement Supérieur** (MiPNES – Mission for Pedagogy and Digital Technology for Higher Education) aims to improve the quality and efficiency of training pathways in service to the success of learners and development of territories according to two priorities:

- Renew teaching and training approaches and practices extended into lifelong training
- Digitalise a catalyst to these transformations and support its effects

It acts as a laboratory for setting up new ways of working and collaborating at the heart of the ministry.

### **19. How is the training and continuing professional development of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?**

The **initial training of guidance professionals** is ensured as part of the Métiers de l'enseignement, de l'éducation et de la formation (MEEF – teaching, education and training professions) Master's degree, at the heart of the **Ecoles supérieures du professorat et de l'éducation** (ESPEs – teacher training and education colleges). This is university training mobilising pedagogical teams from different backgrounds. First and second degree teachers, teacher-researchers, training masters specialised in the training of teachers, national education practising professionals (inspectors, heads of establishment, guidance professionals, etc.) take part throughout the training course. The plural character of these teams, as well as the quality and currency of their expertise, a result of their practice, allows to ensure, in situ, phased training while practising their profession. **Learning by and about digital technology**, use of innovative methods and tools, international access, research and writing of a thesis are at the heart of the MEEF course.

During the Masters course, some of the teaching is common to all ESPE students: this is the common thread. The common thread teaching notably applies to the following areas: secularism and values of the Republic, professional acts linked to learning situations, knowledge linked to student pathways, getting to grips with transversal educational issues and big society subjects, fight against discrimination, child psychology, public service rights, inclusive school (school adaptation and schooling for disabled students), public sociology, diversity management, guidance, educational difficulties, dropping out, learning process, reports on knowledge, memory and learning, cognitive styles, multiple intelligence, teacher and pupil posture, professional communication (voice, actions, etc.), management of conflicts and violence, fighting against male-female stereotypes, social mix, ethics, professional posture, working co-operatively, etc.

<http://www.devenirenseignant.gouv.fr/pid33962/les-espe-pour-former-les-futurs-enseignants.html>

**Final reflections –**

### **20. Is there anything else that you could like to address through participating in this symposium?**

Many countries are evolving towards centralising their guidance system while France continues to regionalise its guidance system.